SAT: Evidence-based Reading and Writing

INSTRUCTIONAL RESPONSES TO DATA

Maine Department of Education

Logistics

- Welcome

- Breaks

- Lunch

- Contact hours

- Resources/materials

- Later: morgan.dunton@maine.gov

Today's Goal

- Support the development and understanding of the use of SAT reports to help inform instructional practices.
  - Essay: prompt, stimulus, rubric
  - Writing and language: evidence, expression, vocabulary
  - Reading: what lies beneath

  Ready to begin?

The Essay

- Read the text box
  - Explain what students should be doing as they read the stimulus materials.

- Read the essay prompt
  - Describe the qualities of a strong response based on the instructions.
  - Determine which standards are reflected in the instructions and prompt.
  - North Carolina's interactive standards map:

  http://rt3nc.org/objects/standards/cclitmap/ccssarchive.html

WHAT IS THE ESSAY MEASURING?

The Essay

- Read the stimulus material and annotate:
  - Elements described in the pre-reading text box
  - Elements indicated in the prompt

- What is the level of complexity of the text?

  [Text complexity rubric for informational text](#)

TEST SPECIFICATIONS

SAT ESSAY CONTENT SPECIFICATIONS		
Total Items		
Time Allotted	50 minutes	
	NUMBER	**PERCENTAGE OF TEST**
Prompts	1	100%
Passage Based (each passage 650–750 words)	1	100%
Passage Content		
Arguments Written for a Broad Audience	1	100%
Text Complexity		
High School Reading Level (grades 9–12)	1	100%
Analytic Scoring		
Reading	1–4 scale	
Analysis	1–4 scale	
Writing	1–4 scale	

Scores of 2 to 8, the combined scores of two raters each scoring on a scale of 1 to 4, will be reported.

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Test Specifications
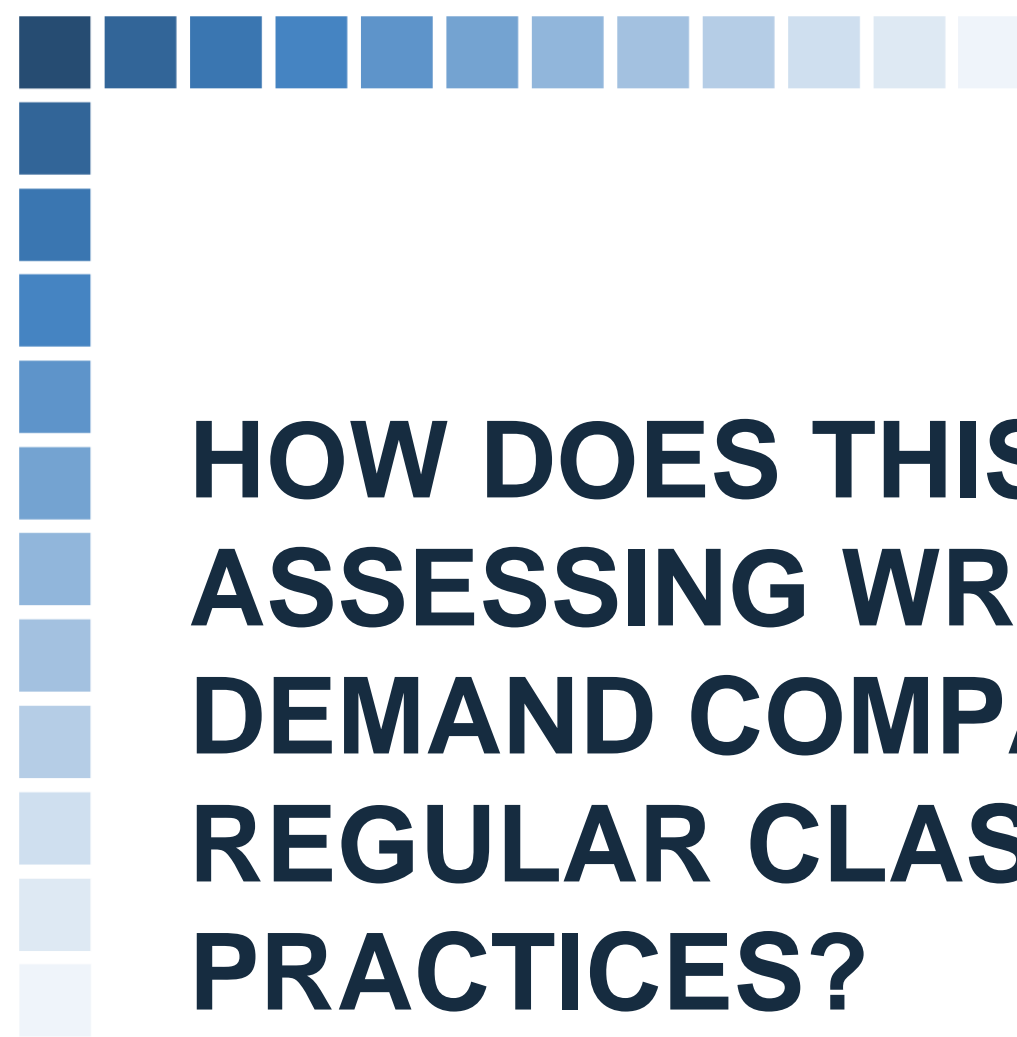
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Analytic Scoring

- Examine the analytic rubric – score point 4
- Examine score point 1.
- Cross reference with grade level standards.
- Is there anything surprising to you?
- Is there anything validating for you?

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HOW DOES THIS METHOD OF ASSESSING WRITING ON-DEMAND COMPARE TO YOUR REGULAR CLASSROOM PRACTICES?

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Time to Take a Break?

Instruction

- Kelly Gallagher's *Article of the Week*
- Compare the pre-reading directions to the essay pre-reading directions
  - Read and annotate one article using Gallagher's directions
  - Read and annotate the other article using the SAT Essay directions
- Compare the writing assignments – what is most valuable to promote growth?

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WRITING AND LANGUAGE

Writing and Language

- Items measure sub-score topics:
  - Expression of ideas
  - Standard English conventions
  - Command of evidence
  - Words in context
  - Analysis in History/Social studies or Science

- Which standards from the essay align to W & L?

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Writing and Language

Read "The Beaver as Ecosystem Engineer" and complete the associated items.
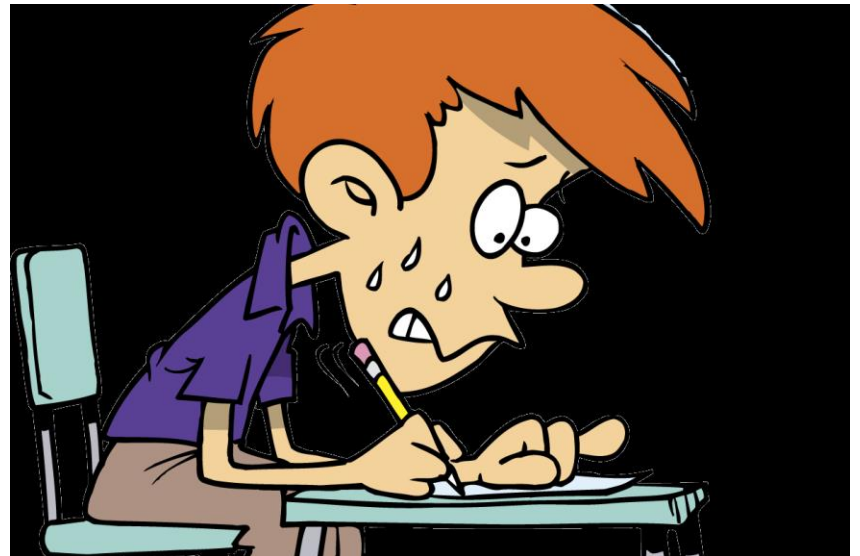
Writing and Language

- What items on this this selected response section reflect elements of the essay section?

- What role does reading play in this section?

- What are the writing standards represented in this section?

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HOW DID YOUR STUDENTS DO?

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ITEM ANALYSIS

Getting to the right report

Reports

Select: SAT

Report type: Question Analysis

Administration Date: SAT School Day April 5, 2017

**Grade Level**: 11th grade

Form: Form C

Run Report

SORT

- Expression of ideas
- Standard English conventions
- Command of evidence
- Words in context
- Analysis in History/Social studies or Science

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Data Scavenger Hunt

- Find the highest and lowest scores in each category for W & L

- Record the number of the item and the % correct - i.e. # 8 (92)

- Click on item # to see item

- Click on ? to see standards
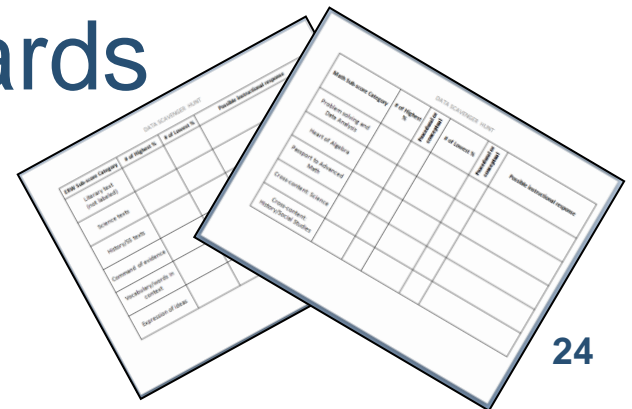
Data Scavenger Hunt

- What do you notice?

- What do you wonder?

- What might this suggest about curriculum or instruction ?

TEST SPECIFICATIONS WRITING AND LANGUAGE

SAT WRITING AND LANGUAGE TEST CONTENT SPECIFICATIONS

	NUMBER	PERCENTAGE OF TEST
Time Allotted	35 minutes	
Passage Word Count	1700 words total from 4 passages; 400–450 words per passage	
Total Questions	44 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%

TEST SPECIFICATIONS WRITING AND LANGUAGE

Contribution of Items to Subscores and Scores (Percentages do not add up to 100%.)

Expression of Ideas	24 questions	55%
Standard English Conventions	20 questions	45%
Words in Context (Across Reading and Writing and Language Tests)	8 questions (2 questions per passage)	18%
Command of Evidence (Across Reading and Writing and Language Tests)	8 questions (2 questions per passage)	18%
Analysis in History/Social Studies (Across Math, Reading, and Writing and Language Tests)	6 questions (all Expression of Ideas questions in history/social studies)	14%
Analysis in Science (Across Math, Reading, and Writing and Language Tests)	6 questions (all Expression of Ideas questions in science)	14%

TEST SPECIFICATIONS WRITING AND LANGUAGE

Passage Contents

Careers	1 passage; 11 questions	25%
History/Social Studies	1 passage; 11 questions	25%
Humanities	1 passage; 11 questions	25%
Science	1 passage; 11 questions	25%

Graphics

	1 or more graphics in 1 or more sets of questions

Text Types

Argument	1–2 passages	25%–50%
Informative/Explanatory Text	1–2 passages	25%–50%
Nonfiction Narrative	1 passage	25%

Text and Graphical Complexity

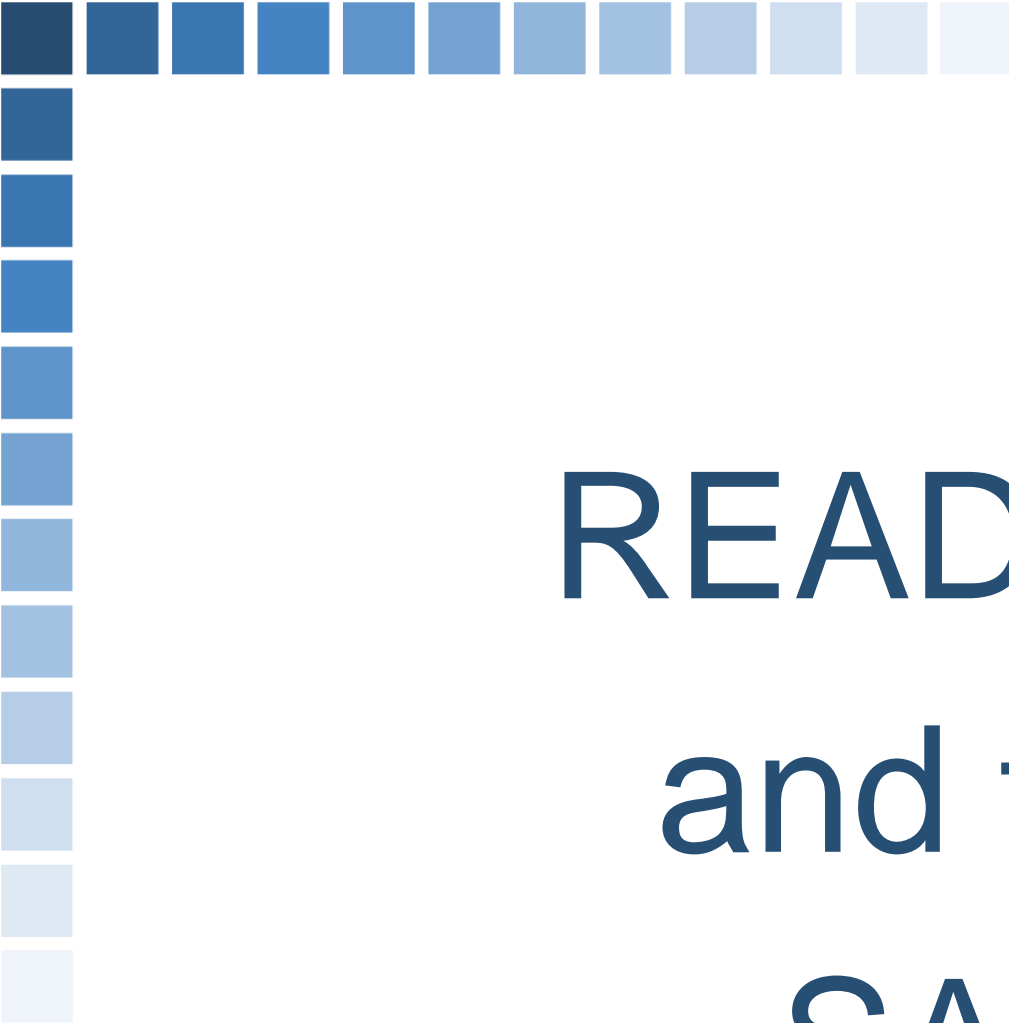|	
Text Complexity	A specified range from grades 9–10 to postsecondary entry across 4 passages
Graphical Data Representations (tables, charts, graphs, etc.)	Basic to somewhat challenging (low to moderate data density, few variables, simple to moderately challenging interactions)

Writing Assessment and Instruction

ONE BIG IDEA

READING

and the

SAT

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READING TEST SPECIFICATIONS

	NUMBER	PERCENTAGE OF TEST
Time Allotted	65 minutes	
Passage Word Count	3,250 words total from 4 single passages and 1 pair; 500–750 words per passage or paired set	
Total Questions	52 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%

SAT READING TEST CONTENT SPECIFICATIONS

	NUMBER	PERCENTAGE OF TEST
Time Allotted	65 minutes	
Passage Word Count	3,250 words total from 4 single passages and 1 pair; 500–750 words per passage or paired set	
Total Questions	52 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%

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Contribution of Items to Subscores and Scores (Percentages do not add up to 100%.)

Words in Context (Across Reading and Writing and Language Tests)	10 questions	19%
Command of Evidence (Across Reading and Writing and Language Tests)	10 questions	19%
Analysis in History/Social Studies (Across Math, Reading, and Writing and Language Tests)	21 questions (all history/social studies questions)	40%
Analysis in Science (Across Math, Reading, and Writing and Language Tests)	21 questions (all science questions)	40%

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YOUR TURN

- Read about Pluto and Ceres

- Annotate using the same strategies you used with the essay stimulus

- Complete the items for this passage

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Data delving:

- Find the highest and lowest items in Words in Context sub-scores for reading

- Do the same for writing

- Is there a difference in performance?

- Is there a difference in item construct?

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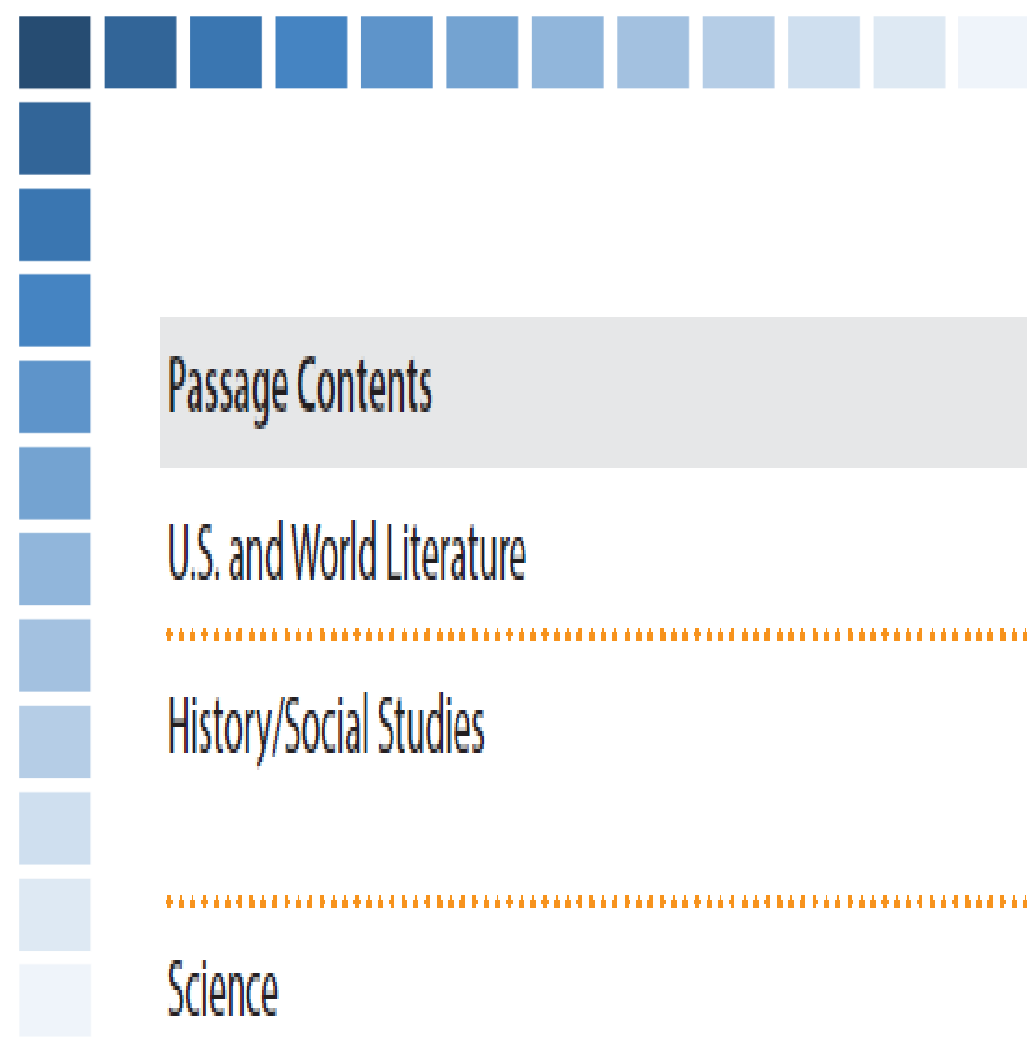
READING

- Words in context
  - Describe the SAT approach to vocabulary assessment
  - What is the *shift* in vocabulary instruction?

- Turn and talk:
  - What evidence of vocabulary/word instruction would you expect to find in a classroom if modeling this assessment construct?

READING

- Command of evidence
  - Describe the relationship of successive items (*which choice provides the best answer to the previous question*)
  - 4/5, 13/14, 22/23, 26/27, 37/38, 41/42, 45/46, 49/50.
  - Can you get the right answer for the wrong reasons?

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Passage Contents

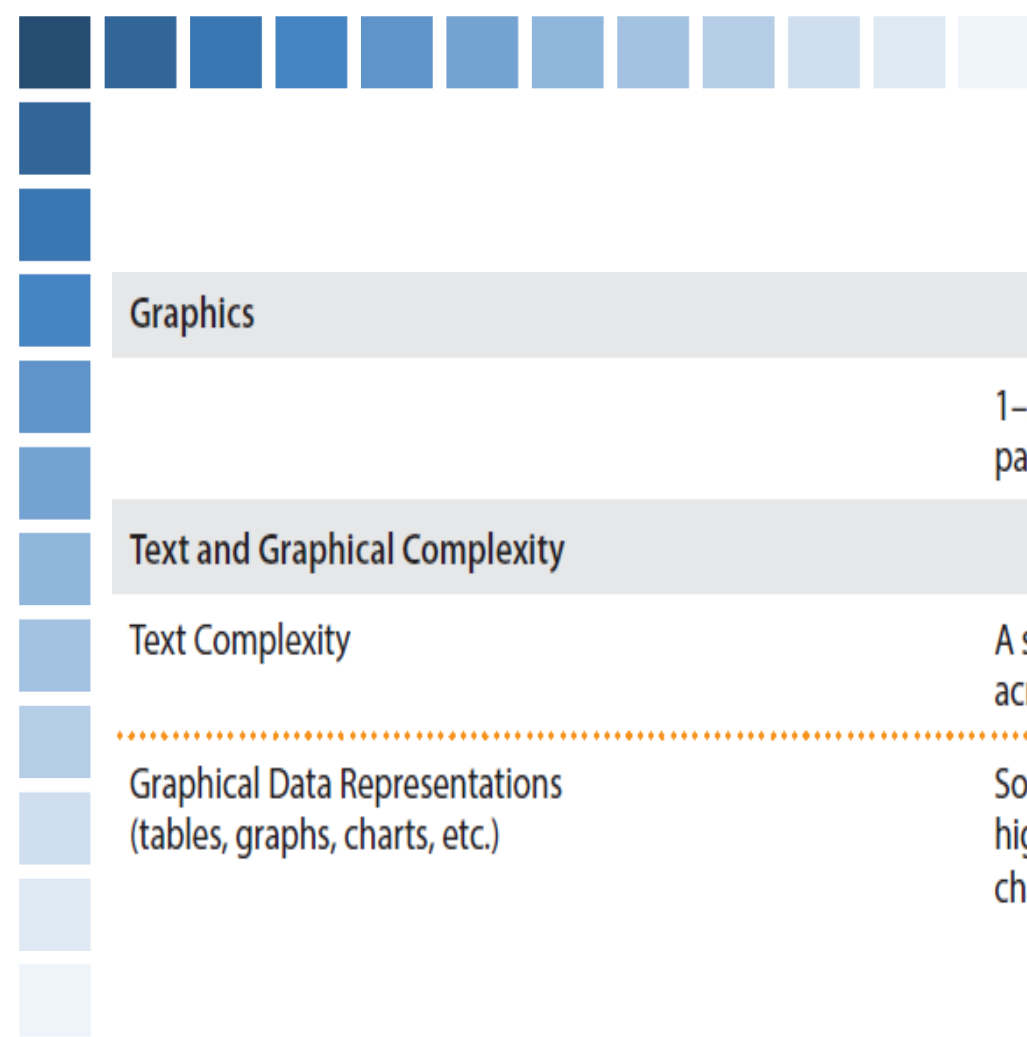|		
U.S. and World Literature	1 passage; 10 questions	20%
History/Social Studies	2 passages, or 1 passage and 1 pair; 10–11 questions each	40%
Science	2 passages, or 1 passage and 1 pair; 10–11 questions each	40%

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Key Ideas and Details

CCR 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Literary Text	Informational Text	History/Social Studies	Science and Technical
RL.1.6 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.1.6 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RH.1.6-8 Cite specific textual evidence to support analysis of primary and secondary sources.	RST.1.6-8 Cite specific textual evidence to support analysis of science and technical texts.
RL.1.7 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.1.7 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.1. 8 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.1.8 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text		
RL.1.9-10 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.1.9-10 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RH.1.9-10 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	RST.1.9-10 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RL.1.11-12 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.1.11-12 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RH.1.11-12 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	RST.1.11-12 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Graphics

	1–2 graphics in 1 History/Social Studies and in 1 Science passage

Text and Graphical Complexity

Text Complexity	A specified range from grades 9–10 to postsecondary entry across 4 passages and 1 pair
Graphical Data Representations (tables, graphs, charts, etc.)	Somewhat challenging to challenging (moderate to moderately high data density, few to several variables, moderately challenging to moderately complex interactions)

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Determine Explicit Meaning

30

According to the table, which object has the lowest average density?

A) Earth

B) Ceres

C) Saturn

D) Pluto

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Determine Implicit Meaning

Which statement is supported by data represented in the table?

A) Earth shows greater variation in density than Ceres does.

B) Juno's average distance from the Sun is less than that of Ceres.

C) Some objects in the asteroid belt are greater in mass than Ceres is.

D) No other dwarf planet has a radius as large as that of Ceres.

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Analogical Reasoning

Which data presented in the table would McKinnon find most useful to his argument?

A) The average density of Pluto is similar to that of Ceres.

B) Neptune is located much farther from the Sun than is Ceres.

C) The mass of Ceres is only slightly greater than that of Juno.

D) Ceres is denser, on average, than either Neptune or Uranus.

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ANALYSIS IN THE CONTENT AREA

NOT

aligned to content standards

ANALYSIS IN THE CONTENT AREA

Improving the literacy of adolescents means focusing on particular literacy practices that are unique to each discipline. Rather than teaching strategies for reading texts that can be applied across the content areas, these researchers advocate the teaching of discipline-specific strategies.

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ANALYSIS IN THE CONTENT AREA

- Literacy demands become increasingly specialized when learning disciplinary content. Literacy instruction in the lower elementary grades is focused on literacy process such as word identification. As students develop basic literacy skills and texts becomes more complex, teachers use intermediate-level strategies to support students.

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ANALYSIS IN THE CONTENT AREA

- Often, literacy instruction remains at this intermediate level throughout middle and high school. Unfortunately, use of these intermediate literacy strategies alone rarely leads to more complex disciplinary learning.

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Another way of looking at data

Reports

Select: SAT

Report type: Instructional Planning

Administration date: SAT School Day April 5, 2017

Grade Level: 11th grade

Run Report

Today's materials are available here:

MAINE DOE: ENGLISH LANGUAGE ARTS

2017 FALL WORKSHOP MATERIALS

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NOW WHAT?

- Examine current close reading practices
  - Are they sufficient or should there be some shifts in practice?
- Visit [Tim Shanahan's website](#) to explore discipline literacy
- Read *[Text Dependent Questions for grades 6-12](#)*

Your Plan

Describe one thing you will do right away

Describe one thing you will do over time

We want to hear from you

- Have questions? Contact
  - Morgan.dunton@maine.gov (ELA)
  - pdoyle@collegeboard.org